



*No Child Left Behind Act of 2001*  
Consolidated Formula Subgrant

**Fiscal Year 2005**

**APPLICATION  
WORKSHEETS  
AND  
APPENDICES**

Project Period: September 1, 2004 to August 31, 2005

**<http://www.state.nj.us/education>**

(Select *Grants*; Select *Entitlement Grants*; Select *No Child Left Behind*)

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**PRIVATE SCHOOL PARTICIPATION REFUSAL**

**Public School LEA Code    \_ \_ \_ \_ - 05**

\_\_\_\_\_ School on \_\_\_\_\_ (date) hereby resolves not to participate in the programs checked below for Fiscal Year 2005:

_____	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies	
_____	Title II, Part A: Teacher and Principal Training and Recruiting	
_____	Title II, Part D: Enhancing Education Through Technology	\$ _____
_____	Title III, Part A: English Language Acquisition and Language Enhancement	\$ _____
_____	Title III, Part A: Supplemental Immigrant Student Aid	\$ _____
_____	Title IV, Part A: Safe and Drug-Free Schools and Communities Act	\$ _____
_____	Title V, Part A: Innovative Education Program Strategies	\$ _____

It is understood that this refusal to participate in programs for Fiscal Year 2005 will not prevent the pupils and teachers from participating in any subsequent year.

\_\_\_\_\_  
Authorized School Administrator Signature

\_\_\_\_\_  
Date

## AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

Sections 1120(a), 5142(a) and 9501 of the No Child Left Behind Act require that *timely* and *meaningful* consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under these sections.

The following topics **must** be discussed during the ongoing consultation process:

- How the needs of eligible private school children, teachers or other educational personnel will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided and the amount of funds available for those services;
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers;
- The method or sources of data that the LEA will use to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used (Title I only);
- The equitable services the LEA will provide to teachers and families of participating private school children (Title I only); and
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor (Title I only).

***Check the box listed below indicating the title(s) for which consultation occurred***

- ☐ Title I - Part A
- ☐ Title II – Part A
- ☐ Title II – Part D

- ☐ Title III – Part A
- ☐ Title III - Immigrant
- ☐ Title IV – Part A
- ☐ Title V – Part A

**We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children, teachers or other educational personnel in the NCLB programs.**

\_\_\_\_\_  
LEA Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Private School Representative    Date

\_\_\_\_\_  
LEA

\_\_\_\_\_  
Name of Private School

The LEA must maintain a copy of this form in its records and provide a copy to the NJDOE.

## FY 2005 Title II-A Private School Hold Harmless Worksheet

LEAs must calculate a Title II-A private school hold harmless amount to ensure professional development funds for private schools in FY 2005 are at least the amount allocated for private schools in FY 2002.

According to NCLB §9501(b)(3)(B), LEAs are required to use the same amount of funds for professional development that was used in the FY 2002 Title II and Class-Size Reduction programs. The percentage of funds required for private school professional development activities for each eligible private school is provided on the FY 2005 Title II-A allocation notice. The hold harmless amount ensures the equitable participation of private school professional development activities. The worksheet is used to calculate the hold harmless amount for eligible private schools.

### **Part I: FY 2002 Private School Calculation**

- Step 1: Total FY 2002 Title II/Eisenhower funds allocated to private schools. (Include *all* private schools, even those that refused their Title II funds.) (A) \_\_\_\_\_
- Step 2: Total FY 2002 CSR funds budgeted for professional development. (B) \_\_\_\_\_
- Step 3: Private school percentage x B. (See your FY 2002 allocation notice for the percent) (C) \_\_\_\_\_
- Step 4: FY 2002 private school hold harmless amount. ( $A + C = D$ )  
This is the minimum that must be spent on professional development for private schools in FY 2005. \* (D) \_\_\_\_\_

**Note:** If *all* FY 2005 funds are budgeted for professional development, use the higher of the following amounts for private schools: 1) Hold harmless amount (line D above); or 2) Private school percentage listed on FY 2005 allocation notice.

### **Part II: FY 2005 Calculation**

- Step 5: Total FY 2005 Title II-A allocation.  
(See FY 2005 allocation notice.) (E) \_\_\_\_\_
- Step 6: Amount of (E) to be used for professional development in FY 2005. (This amount could be zero if the LEA uses its remaining funds, after D is deducted, for class-size reduction *only* and *no* professional development is planned for FY 2005 Title II-A funds. In this case, the LEA might include nonpublic school teachers in LEA professional development activities paid for by other funding sources.) (F) \_\_\_\_\_

Step 7: Total percent(s) of FY 2005 allocation required for private schools  
accepting funds (F x percent(s) listed on Title II-A allocation  
notice for private schools accepting funds.) \* (G) \_\_\_\_\_

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**Part III: Private School Amount**

Step 8: Amount committed for private school professional development  
in FY 2005. (Use the larger of \*D or \*G above.) (H) \_\_\_\_\_

**INCOME ELIGIBILITY GUIDELINES**  
**(Effective from July 1, 2003 to June 30, 2004)**

Household Size	Federal Poverty Guidelines			Reduced Price Meals - 185%			Free Meals - 130%		
	Annual	Month	Week	Annual	Month	Week	Annual	Month	Week
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM AND TERRITORIES									
1	\$8,980	\$749	\$173	\$16,613	\$1,385	\$320	\$11,674	\$973	\$225
2	\$12,120	\$1,010	\$234	\$22,422	\$1,869	\$432	\$15,756	\$1,313	\$303
3	\$15,260	\$1,272	\$294	\$28,231	\$2,353	\$543	\$19,838	\$1,654	\$382
4	\$18,400	\$1,534	\$354	\$34,040	\$2,837	\$655	\$23,920	\$1,994	\$460
5	\$21,540	\$1,795	\$415	\$39,849	\$3,321	\$767	\$28,002	\$2,334	\$539
6	\$24,680	\$2,057	\$475	\$45,658	\$3,805	\$879	\$32,084	\$2,674	\$617
7	\$27,820	\$2,319	\$535	\$51,467	\$4,289	\$990	\$36,166	\$3,014	\$696
8	\$30,960	\$2,580	\$596	\$57,276	\$4,773	\$1,102	\$40,248	\$3,354	\$774
For each add'l family member add	\$3,140	\$262	\$61	\$5,809	\$485	\$112	\$4,082	\$341	\$79

**Note:** For Title I, the same criteria must be used for both the public and private school students. If the public schools use the 10/15/03 ASSA data when completing the Title I Eligibility page for the FY 2005 NCLB application, this data should be used for the private schools. If the district uses more current data (as of July 1, 2004), the corresponding income eligibility guidelines (July 1, 2004 to June 30, 2005) can be found at:

<http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEGs04-05.pdf>

**SAMPLE PRIVATE SCHOOL SURVEY LETTER**  
***(TITLE I ONLY)***

**(District Letterhead)**

Dear Parents:

The No Child Left Behind Act of 2001 reauthorized federal legislation to continue to provide a variety of programs, materials and services to children and teachers in private schools similar to those provided to public school students and teachers. These activities are enhanced by additional federal funds provided for areas with families whose income falls below specific levels or who benefit from other federal assistance programs. In order for our children to benefit from these additional funds, it is very important for us to know how many children attending our school come from these families.

Please review the enclosed survey and simply indicate by a Yes or No if you meet the criteria. This information is essential to insure our continued participation in the federal programs, such as Title I, currently serving your child(ren). It is an important benefit that we do not want to lose. Please sign and return this form as soon as possible. All information will be kept confidential.

Thank you for your assistance with this survey.

Sincerely,

Principal of Private School

Enclosure



**SAMPLE PRIVATE SCHOOL SURVEY**  
***(TITLE I ONLY)***

Family Survey

1. Use the attached: Income Eligibility Guidelines

Is your family income less than the amount in column 1 (Federal Poverty Guidelines)?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is your family income less than the amount in column 2 (Reduced Price Meals)?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is your family income less than the amount in column (Free Meals) 3?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are you receiving assistance under the Temporary Assistance to Needy Families (TANF) program?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Are any of your children eligible to receive medical assistance under the Medicaid program?

Yes \_\_\_\_\_ No \_\_\_\_\_

Signature \_\_\_\_\_

Name (please print) \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

This information may be reproduced in English, Spanish and any other language necessary for a particular locality.

Telephone calls may need to be made to parents who did not respond, particularly if the school felt that they might qualify.

## **SAMPLE PRIVATE SCHOOL PARTICIPATION LETTER**

(District Letterhead)

(Date)

(Heading)

Dear (Private School Representative):

[LEA Name(s)] district(s) will soon be making application for grant funds under No Child Left Behind (NCLB). This application includes the following formula programs:

- Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- Title II, Part D: *Enhancing Education Through Technology*
- Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- Title III, Part A: *Supplemental Immigrant Student Aid*
- Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- Title V, Part A: *Innovative Programs*

Before making application, we would like to consult with you in order to ascertain the needs of children and teachers enrolled, and/or employed in your school, who are within our jurisdiction. This consultation will assist us in making decisions concerning the NCLB application. The services you have identified will be described in the LEA application along with an itemized budget to support the activities. Please provide information regarding:

- criteria used for low income
- criteria used to select student participation
- what services will be provided
- how and where the services will be provided
- how services will be assessed
- how funds will be used

A planning meeting will take place at \_\_\_\_\_ (time) \_\_\_\_\_, on \_\_\_\_\_ (date) \_\_\_\_\_ at \_\_\_\_\_ (location) \_\_\_\_\_. Please call \_\_\_\_\_ (telephone number) \_\_\_\_\_ to confirm your participation or if you have any questions.

If you cannot attend, you may wish to send me suggestions or contact me via telephone. Written or verbal input must be received no later than the meeting date listed above.

If you do not wish to participate in one or more of the programs listed above, please complete the enclosed Private School Participation Refusal and return it to me within two weeks of receiving this letter.

Sincerely,

Chief School Administrator  
Enclosure

## TITLE I CONSIDERATIONS

### Title I Requirements - NCLB §1111, 1112, 1114, 1115

*Note:*

The following requirements must be considered during the needs assessment process, the identification of the priority problem(s), and the description of the selected priority problem(s) identified in the needs assessment and in the completion of the program plan.

Each priority problem that is selected must be described on the Description of the Selected Priority Problem(s).

A comprehensive needs assessment is crucial to understanding the academic issues that contribute to achievement gaps. Therefore, a comprehensive data analysis and needs assessment of each school is necessary for the development of a program plan. Utilizing the services of researchers from the educational laboratories, comprehensive assistance regional centers, colleges and universities broadens the pool of knowledge that school district and schools can draw upon. It also provides an impartial third-party view. (NCLB § 1116 (b)((4)(iv))

The analysis should answer the following questions:

1. What contributes to the disparity between the belief of staff, administrators and support staff that all children can achieve the Core Curriculum Content Standards and actual performance?
2. What needs to be changed for the teaching approach to be cohesive, focused and linked to school improvement strategies and student attainment of the Core Curriculum Content Standards?
3. What needs to be included for professional development to improve students' learning and attainment of the standards?
4. What needs to occur for the parents and the community to work together to assist in improving student outcomes that are consistent with the Title I objectives?

To answer these questions, three years of data should be reviewed and may include the following: state and local assessment results; a review of curriculum alignment; classroom observations; parent, and where appropriate, student surveys and interviews; school demographics by gender, race, language groups and special education; other descriptive data; enrollment, attendance and graduation rates, school climate and dropout data; and reports on incidents of violence and vandalism, drug and alcohol use and other risky behaviors. The disaggregation of data by grade, gender, race and socio-economic background should address patterns and areas in need of improvement that will be addressed in a plan with clear goals and benchmarks for improvement.

The school plan must demonstrate a direct relationship to the findings and remedial activities and address the vision for all students to achieve the Core Curriculum Content Standards. Therefore, the school plan will address the areas of improvement in the curriculum, pedagogy, instructional

approaches and school climate; professional development; and parent involvement.

The purpose of the data analysis and plan development is to clearly examine all of the factors, both internal and external to the school, that have contributed over time to the educational problem.

Each LEA that receives an allocation under Title I, Part A must consider the required elements below. The LEA should explore how Title I funds along with other available resources will help students meet challenging student academic achievement expected for all students particularly those students in subgroups that are economically disadvantaged, are from major minority racial/ethnic groups, disabled or limited English proficient.

## **Program Strategies**

### **Consider:**

- ☑ Effective methods and instructional strategies based on scientifically based research that minimizes removing children from regular classroom during regular school hours of instruction.
- ☑ Full consideration to extended learning time.
- ☑ An accelerated, high-quality curriculum which sets high expectations for all students.
- ☑ Coordinated program approach that supports other education programs, which may include services to preschool children.
- ☑ Coordinated and integrated program with federal, state, and local resources.
- ☑ Ongoing review of the progress of participating students.
- ☑ How teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools, will identify the eligible children most in need of Title I services.
- ☑ How the LEA will ensure that current and former migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children who are selected to receive Title I services (*for all LEAs*).
- ☑ How the LEA will coordinate and/or integrate services for preschool children with other educational services such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of children in the programs to elementary school programs.
- ☑ The services to eligible students with disabilities and limited English proficiency, migratory, neglected and delinquent, homeless, immigrant to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program.
- ☑ How additional educational assistance will be provided to individual students assessed as needing help to meet the challenging student academic achievement standards.
- ☑ A program that gives homeless children first priority for services.

## **Professional Development**

### **Consider:**

- ☑ How the LEA will meet the requirement for high-quality teaching staff and paraprofessional in accordance with §1119.

- ☑ Where appropriate, how funds will support after-school and school-year extension programs.
- ☑ The professional development strategy to coordinate Title I programs with Title II for teachers, paraprofessionals, principals and where appropriate, for pupil services personnel, administrators, parents and other staff.
- ☑ The strategy the LEA will use to provide the required technical support to programs.
- ☑ Opportunities for professional development.

## **Parent Involvement - § 1118**

### **Consider:**

- ☑ The strategy to implement effective parent involvement.
- ☑ Model approaches to assisting parents to support their children.
- ☑ Training to help parents help other parents, (e.g., parent aides, volunteers, or home visitors to maintain contact or help with homework).
- ☑ Literacy training if other funding sources for such training are exhausted.
- ☑ Information related to school and parent programs, meetings and other activities in the dominant language of the family.
- ☑ Opportunities for teachers and other district personnel to conduct in-home conferences for parents who are unable to attend meetings.
- ☑ Coordination and integration of the program with other parent involvement programs.
- ☑ How the LEA will involve parents in the training of staff to improve instruction and services to children.
- ☑ The strategy the LEA will use to provide materials and training for parents regarding literacy and working with their children to improve achievement.
- ☑ The strategy the LEA will use to provide education for teachers, pupil services personnel, principals and staff on the value and utility of the contributions of parents as equal partners, and how to implement and coordinate parent programs.

## **Title I Schoolwide Programs - § 1114**

A Title I Schoolwide program plan requires detail that is separate and in addition to the general Program Plan. For each school with a Title I Schoolwide program, provide the information requested in the checklist below:

Check	Areas to be Covered in a Title I Schoolwide Plan
	Description of comprehensive needs assessment.
	Description of schoolwide reform strategies based upon state content and performance standards.
	Description of instruction by highly qualified professional staff.
	Description of strategies to increase parental involvement.
	Description of the plans for assisting preschool children to make the transition from early childhood programs to local elementary school programs.
	Description of how teachers are included in decisions regarding the appropriate use of assessment to improve the performance of individual students and the overall instructional program.
	Description of the activities to ensure that during the school year students who have difficulty meeting performance standards are: 1) identified in a timely manner, and 2) provided with effective assistance.
	Description of the school-based professional development activities for teachers, aides, a pupil services personnel, parents, principals and other staff.
	Description of how Title I and other resources will be used to implement the program.
	List of other state, federal and locally funded programs that will be included.
	Description of how the school will provide and interpret individual student assessment results for parents.
	Description of the method for collecting achievement and assessment data that are desegregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared with other students, and economically disadvantaged students as compared with those who are not economically disadvantaged.
	Description of statistically sound methods of gathering such data.
	Provision for the public reporting of statistically sound data.

**Existing Title I Schoolwide programs** must consider how:

- All of the components will be implemented.
- The school will use resources under NCLB and from other sources to implement the components.
- The school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments.

**For a Title I eligible school in an Abbott district** that meets the 40 percent poverty criteria and is planning to become a Title I Schoolwide program school for 2003-2005, the NJDOE will consider the planning that took place as part of the Abbott Phase II implementation three-year operational plan as sufficient to meet the Title I Schoolwide planning requirements. The approved whole school reform plan will be accepted in place of a separate Title I Schoolwide program plan.

## **Schoolwide Program Coordination**

### **Consider:**

- ☑ How schools will coordinate with existing social and health services to meet the needs of students at risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility;
- ☑ What services the provider will offer;
- ☑ How participating schools will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an education program comparable to one operating in the local school where such youth would attend;
- ☑ Any formal agreements between the LEA and correctional facilities and alternative school programs serving youth involved in the juvenile justice systems to operate programs for delinquent children;
- ☑ Any partnerships with local businesses to develop training and mentoring services for participating students;
- ☑ How the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;
- ☑ How the program will coordinate with other federal, state and local programs, such as programs under the Job Training and Partnership Act and vocational education programs serving this at-risk population of youth;
- ☑ How the program will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
- ☑ How schools will work with probation officers to assist in meeting the need of youth returning from correctional facilities.

## **Schools in Need of Improvement (Category I) and LEAs Receiving Title I §1116 Funds**

If any school in the district is identified as a Title I school in need of improvement (Category I), the district must explain how that school or schools will assist the failing schools through the following process:

**Improvement Plan** - The school should develop an improvement plan showing what programs and strategies will be adopted to improve teaching and learning and close the achievement gap for all students. It is essential that a school in need of improvement (Category I) undergo a comprehensive needs assessment in order to develop a comprehensive plan. This plan must integrate programs and strategies that have the greatest likelihood of ensuring that all groups of students including economically disadvantaged, students from diverse racial and ethnic groups, disabled and limited English proficiency meet the State's proficient level of achievement on the State academic assessment within 12 years.

The plan must indicate the strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the

school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model. In addition, the plan must establish specific annual, measurable objectives for continuous and substantial progress by each subgroup of students specified above and enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment within 12 years.

Finally, the plan must include strategies to:

- Promote effective parental involvement in the school in need of improvement.
- Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
- Incorporate a teacher-mentoring program.

**Professional Development** - Professional development for school staff to improve their skills must be provided. Ten percent of the school's Title I allocation for two years must be spent to support these professional development activities for the purpose of providing to the school's teachers and principal high-quality professional development that:

1. Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
2. Meets the requirements for professional development activities under §1119;
3. Is focused, intensive and long term; and
4. Is provided in a manner that affords increased opportunity for participating in that professional development.

In addition, the school district must specify how the funds used for professional development will be used to remove the school from school improvement status.

The improvement plan must address the following elements:

- include the development of a comprehensive needs assessment and indicate how the results will be shared with staff and the benchmarks that will be set for tracking interim progress;
- incorporate scientifically-based research strategies that strengthen the core academic program in schools served by the LEA;
- identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic standards;
- address the professional development needs of the instructional staff via the commitment of at least 10% of the Title I allocation for the schools in need of improvement. The mandated 10% set-aside excludes funds reserved for professional development under Section 1119 to enable teachers who are not highly qualified, to become highly qualified.
- include specific measurable achievement goals and targets for each group of students identified in the disaggregated data;



- address the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student academic achievement;
- incorporate, as appropriate, activities before school, during the summer and during an extension of the school year;
- specify the responsibilities of the State and LEA under the Plan, including specifics of the technical assistance to be provided by the State and the LEA's responsibilities under Section 1120A; and
- include strategies to promote effective parental involvement in the school.

### **School Level**

This part of the needs assessment should include an analysis of school specific data, e.g., the New Jersey State Assessments and LEA assessment data.

The LEA should also analyze other primary indicators such as curriculum alignment/development, professional development, class size, attendance, etc., that impact student achievement in the area where Adequate Yearly Progress (AYP) was not made. Assessment data should be analyzed by race, gender, ethnicity, poverty, disability status, migrant status and English language learner (ELL) population factors, as well as year-to-year trends.

### **Targeted Assistance Schools**

A local educational agency may choose to review the progress of only the students in the school who are served, or are eligible for services for school improvement or corrective action. This action must be described in the program plan.

### **Neglected and Delinquent Students §1401**

Each LEA that receives an allocation under Title I, Part D, Prevention and Intervention Programs for Children Who Are Neglected or Delinquent or At Risk of Dropping Out of School must include an assessment of services provided for children residing in locally operated neglected or delinquent facilities (including facilities involved in day programs).

#### **Consider:**

- ☒ The nature of the programs to be conducted and services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
- ☒ The program that will be provided in neglected or delinquent facilities (including facilities involved in day programs);
- ☒ The dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from

- correctional facilities or day programs;
- ☑ The youth expected to be served by the dropout prevention program and how the school will coordinate with existing educational programs to meet the unique educational needs;
  - ☑ The efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program; and
  - ☑ The steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.
  - ☑ How the success of children served under Title I in meeting the state's student performance standards will be determined and provided information to teachers, parents, and students on the progress being made toward meeting the state student performance standards;
  - ☑ Assistance in diagnosing, teaching and learning in the classroom in ways that best enable children served under Title I to meet state standards and do well in the local curriculum; and
  - ☑ What revisions are needed to Title I projects so that such children will meet the state's student performance standards.
  - ☑ How students who may be at risk for reading failure or who are having difficulty reading be identified effectively through the use of screening, diagnostic and classroom-based instructional reading assessments.
  - ☑ The program that will be provided in neglected or delinquent facilities (including facilities involved in day programs).
  - ☑ The dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from correctional facilities or day programs.
  - ☑ The youth expected to be served by the dropout prevention program and how the school will coordinate with existing educational programs to meet the unique educational needs.
  - ☑ The efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program.
  - ☑ The steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.

## TITLE II-A

### SCHOOLS TARGETED FOR TITLE II-A FUNDING WORKSHEET

NCLB § 2122 (b)(3) requires that funds be targeted to schools that:

- Have the lowest proportion of highly qualified teachers;
- Have the largest average class size; **or**
- Are identified for school improvement under NCLB § 1116 (b).

Complete the chart below for the schools targeted for Title II-A funding based upon the legislative requirements.

- List each school.
- Enter a check for each that applies.
- Rank order by the number of checks.
- Target funds to schools by rank order.

#### Schools Targeted for Title II-A Funding

School Name	Lowest Proportion Of Highly Qualified Teachers	Largest Average Class Size	Identified For School Improvement

## Title II Part D and the Children's Internet Protection Act (CIPA)

Title II Part D, Enhancing Education Through Technology, incorporates the requirements of the "[Children's Internet Protection Act \(CIPA\)](#)" into the Elementary Secondary Education Act (ESEA). These requirements apply to elementary and secondary schools that do *not* receive e-rate discounts and for which educational technology funding is used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The requirements do *not* apply to schools that receive e-rate discounts.

Schools receiving educational technology funding are required to have an **Internet Safety Policy** in place that addresses the following components:

- 1) The operation of a technology protection measure through computers with Internet access that protects against access through such computers to visual depictions that are:
  - obscene,
  - child pornographic
  - harmful to minors

However, an administrator, supervisor, or authorized person may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

- 2) Certification that the school/district is enforcing the operation of such technology protection measures during any use of such computers by minors or adults.

### SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE-

A local education agency with responsibility for a school covered by these requirements that has in place an Internet safety policy meeting the requirements shall certify its compliance during each annual program application cycle administered by the New Jersey Department of Education.

### SCHOOLS WITHOUT INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE-

Any school covered by the requirements described above for which the local education agency is unable to certify compliance with the requirements will be ineligible for all funding under Title II Part D until the school comes into compliance with the requirements.

### WAIVERS-

Any school subject to a certification for which the local education agency cannot make the certification otherwise required may seek a waiver if state or local procurement rules,

## **SAMPLE ONLY**

regulations or competitive bidding requirements prevent the making of the certification. The local education agency concerned shall notify the Secretary of the U.S. Department of Education of the situation. Such notice shall certify that the school will be brought into compliance with the requirements before the start of the next program year – September 1, 2003 - in which the school is applying for funds under Title II Part D.

### **NONCOMPLIANCE-**

#### **(1) USE OF GENERAL EDUCATION PROVISIONS ACT REMEDIES-**

Whenever the Secretary has reason to believe that any recipient of funds under this part is failing to comply substantially with the requirements of this section, the Secretary may —

- (A) withhold further payments to the recipient under this part;
- (B) issue a complaint to compel compliance of the recipient through a cease and desist order; or
- (C) enter into a compliance agreement with a recipient to bring it into compliance with such requirements.

## SAMPLE ONLY

### Excerpts from the "Local Education Agency Indirect Cost Manual" BUDGETING INDIRECT COSTS IN FIXED-GRANT AWARDS

- A. Fixed or entitlement grants give the grantee a predetermined amount of funds based on an established indicator (e.g., number of students in a program). All federal entitlement programs are fixed grants.
- B. Steps to be followed in calculating the maximum amount of indirect costs that can be included in a fixed-grant budget are as follows:
1. Determine the amount of grant funds to be used for capital outlay expenditures and subtract that amount from the grant award.
  2. Let one hundred percent equal direct cost and add to the one hundred percent the indirect cost.
  3. Take the figure obtained in step B-1 and divide that figure by the figure obtained in step B-2. The result will be the maximum amount of direct costs that can be charged to the grant in order to receive the maximum amount of indirect costs.
  4. Subtract from the figure obtained in step B-1 the amount obtained in step B-3. The result is the maximum amount of indirect cost that can be charged to the grant.
  5. Budgeted expenditures for capital outlay plus the figures obtained in step B-3 and B-4 should equal the total of the fixed-grant award.
- C. The following is an example of the procedures outlined in paragraph B above:
- Assume that a district received a \$100,000 federal entitlement grant and the district plans to budget \$5,000 of this grant for capital outlay purposes. Also assume that the district has an indirect cost rate of 2 percent (.0200).
1. \$100,000 (grant award), minus \$5,000 (capital outlay) = \$95,000.
  2. 1.00 (100% = direct costs) plus .0200 (indirect costs) = 1.0200.
  3. \$95,000  
 $1.0200 = \$93,137$  (maximum amount of the grant that can be budgeted as direct costs in order to budget for maximum amount of indirect cost).
  4. \$95,000 minus \$93,137 = \$1,863 (maximum amount of indirect costs that could be claimed against grant).
  5. Capital outlay + direct costs + indirect costs = Total grant.  
 $\$5,000 + \$93,137 + \$1,863 = \$100,000.$

**NOTE:** The above example shows how to calculate the maximum amount of indirect costs that could be claimed against a grant; however, the amount of indirect costs actually paid for a fixed grant will depend on the actual amount of direct costs actually incurred for the grant. In no case can the amount of actual direct costs plus calculated indirect costs plus capital outlay costs exceed the total amount of the fixed-grant award.

## SAMPLE ONLY

### CALCULATION OF INDIRECT COSTS WORKSHEET

**NOTE: Indirect costs may be charged to federal programs only if the LEA has an indirect cost rate approved by the NJDOE.**

STEP 1. Total Award (amount requested) minus Equipment = Subtotal

STEP 2: Subtotal divided by (1.0 + the Restricted %) = Direct Cost

STEP 3: Subtotal minus the Direct Cost = Indirect Cost

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EXAMPLE:

(Restricted percentage = 4.9%)

STEP 1.       \$110,000.00 (Total Award)  
              - 10,000.00 (Equipment Expenses)  
              100,000.00 (Subtotal)

STEP 2:       \$ 100,000.00 = \$95,329.00 (Direct Cost)  
              (1+ .049)

STEP 3:       \$100,000.00 (Subtotal)  
              - 95,329.00 (Direct Cost)  
              4,671.00 (Indirect Cost)

SAMPLE ONLY

**QUICK REFERENCE OF COMMONLY REQUESTED COSTS**

**NOTE:** *This document is a quick reference of GAAP function and object codes to be used by applicants of **entitlement grants** when constructing a grant application budget. It is based upon The Uniform Minimum Chart of Accounts (Handbook 2R2), issued by the Department of Education in 1992. Consult the governing entitlement program Guidelines for specific allowable and non-allowable costs and additional budget information. NJDOE is in the process of revising the handbook. LEAs will be provided with the revised handbook when available.*

<b>Expenditure Category</b>	<b>Function &amp; Object Code</b>
<b><u>Advertising</u></b>	200-500
<b><u>Benefits</u></b>	200-200
<b><u>Books (including shipping &amp; handling)</u></b>	
Reference & Library	200-600
Textbooks & Workbooks (student use)	100-600
<b><u>Conferences/Workshops</u></b>	
Staff Registration fees	200-500
Hotel, Meals, Travel	200-580
<b><u>Consultants (includes travel &amp; expenses)</u></b>	
Educational, working directly with students	100-300
Professional, Technical	200-300
Educational	200-320
<b><u>Copying/duplicating</u></b>	200-500
<b><u>*Equipment (includes delivery &amp; installation)</u></b>	
Instructional	400-731
Noninstructional	400-732
<b><u>Field trips</u></b>	
Admission fees	100-800
Transportation (bus rental)	200-500
Food	200-600
<b><u>Food</u></b>	
Catering	200-500



SAMPLE ONLY

Misc. Refreshments	200-600
Cost Category	Function & Object Code
<u>Graphic design</u>	
Consultant fees	200-300
Vendor	200-300
<u>Indirect Costs (approved rate)</u>	200-860
<u>Internet access and videoconferencing (line charges, use charges)</u>	
Instructional	100-500
Noninstructional	200-500
<u>Leases/rentals</u>	
Instructional equipment	100-500
Non-Instructional equipment, vehicles	200-400
<u>Maintenance Contracts</u>	
Vehicles & Equipment	200-400
Postage	200-500
<u>Printing</u>	200-500
<u>Repairs &amp; Maintenance</u>	
Vehicles & Equipment	200-400
<u>Salaries (full or part-time)</u>	
Instructional	100-100
Noninstructional	200-100
<u>Schoolwide Programs</u>	
Abbott Districts	520-930
<u>Software</u>	
Instructional	100-600
Noninstructional	200-600
<u>Substitutes</u>	100-100

SAMPLE ONLY

Cost Category	Function & Object Code
<b><u>Supplies</u></b>	
Instructional (classroom)	100-600
Non-instructional	200-600
<b><u>Teachers or Aides, (full or part-time employees of applicant)</u></b>	
Contracted salary & additional comp.	100-100
Curriculum work	200-100
<b><u>Telephone</u></b>	200-500
<b><u>Travel, staff</u></b>	200-580
Hotel, Meals	200-580
<b><u>Tuition</u></b>	
Students	100-500
Staff	200-500
<b><u>Vehicle</u></b>	
Gas	200-600
Insurance & Repairs	

***\*NOTE: To be identified as equipment (rather than supplies), an item must meet all of the following criteria:***

- 1. It retains its original shape, appearance and character with use,*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance,*
- 3. It is non-expendable; that is, if the item is damaged or worn out, it is more feasible to repair the item than to replace it,*
- 4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and*
- 5. The unit cost of the item is more than \$2,000.*

## DISTRICT PROGRAM PLAN

LEA: \_\_\_\_\_

County: \_\_\_\_\_

Project Code: NCLB- \_\_\_\_\_-05

Include Goals, Identified Needs, Performance Indicators, Performance Targets, Measurement Tools, and Program Activities Based on Scientifically Based Research.

(1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment Use Problem(s) Codes	(2) Performance Goal(s) and Indicator Code(s)	<ul style="list-style-type: none"> <li>Annual Performance Target(s) for Each Year: 2005 and 2006</li> <li>Actual Performance Target(s) Achieved From Prior Year</li> </ul>			(6) Scientifically Based Program <u>and</u> Activities
		(3) Baseline Data and Performance Target	(4) Actual Outcome from 2004	(5) Measurement Tool/Method	
C19	4.2	<b>2% reduction of rates of alcohol use for each year: Baseline is 42%.</b> 2003: 40% 2004: 38% 2005: 36%		Student drug/alcohol surveys	<b>1. Implement <i>Life Skills Training Program</i> (by <i>National Health Promotion Associates</i>)</b> a) Purchase curriculum material b) Train staff in curriculum instruction c) Design and administer pre-test d) Instruct all 8 <sup>th</sup> grade students e) Administer post-test f) Conduct supportive outreach to all parents of 8 <sup>th</sup> grade student
	4.3	<b>3% reduction in favorable attitudes toward alcohol use: Baseline is 78%</b> 2003: 75% 2004: 72% 2005: 69%		Pre and post tests	



Check Before Proceeding:

- Has an evaluation of 2004 NCLB activities been made for decision making for the 2005 planned activities for NCLB?
- For Title I programs and activities reflect the reserved funds on the Title I Eligibility Page (see Web-enabled application), including those *mandated* by NCLB.